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TABA SOCIAL SCIENCE UNITS

Teacher's Guide

Author

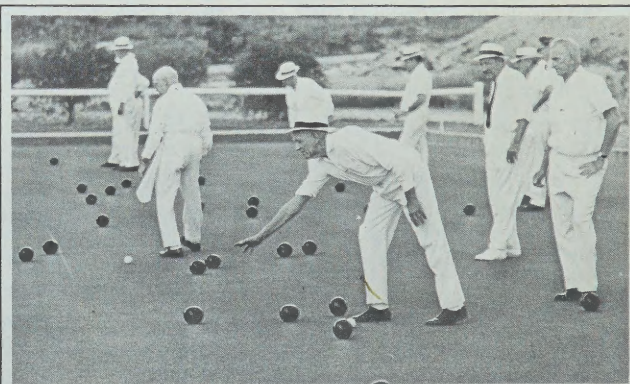
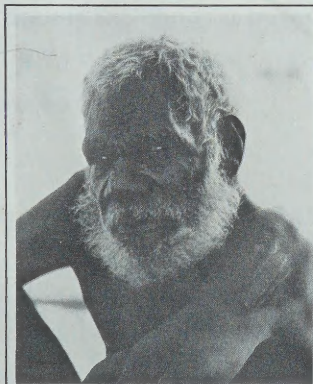
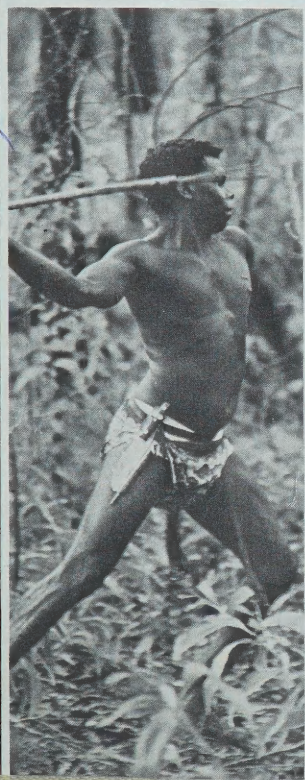
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People in Change



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INTRODUCTION TO CANADA,
AUSTRALIA, NEW ZEALAND

Change is a series of student source books focusing on people realizing change. The books are designed to give students an insight into the history, life, and culture of people different from themselves to help them understand these differences.

The book presents case studies of people interacting with their environment in the past or in the present. From this interaction comes understanding and the books show people experiencing the pressures and problems that accompany change. People are seen in relation to changing economic bases, changing forms of government, changing religious beliefs, changing social institutions, etc.

Students are encouraged to recognize that change is a constant factor in the history of man. Their ability to make rational decisions in the future will depend on how well they understand and accept the inevitability of change.

Australia, New Zealand presents five groups of people from different countries. These groups illustrate what a group is, how it functions, and how individuals in a group interact.

The units "A Family in Toronto" and "A Family in Yarramalong" look at present-day families in Canada and Australia. Students read about the various aspects of interaction and decision-making among members of the family and with groups outside the family. The three remaining units examine the traditions and history of "The Kwakiutl of British Columbia," "The Tiwi of Australia," and "The Maori of New Zealand." Students see the ways these people have changed as conditions around them changed.

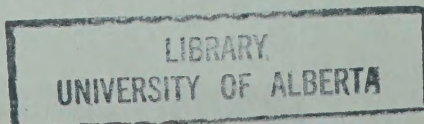
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CANADA, AUSTRALIA, NEW ZEALAND

MAIN IDEA	Members of groups interact and depend on each other in a variety of ways.
ORGANIZING IDEA	People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.
CONTRIBUTING IDEA	People depend on others when deciding on a course of action.
Content samples	Toronto Yarramalong
CONTRIBUTING IDEA	People depend on others in emergencies.
Content sample	Yarramalong
CONTRIBUTING IDEA	People depend on others because of tradition.
Content samples	Kwakiutl Tiwi
CONTRIBUTING IDEA	Members of groups depend on each other for rewards and punishment.
Content samples	Kwakiutl Tiwi students
CONTRIBUTING IDEA	The ways people interact with others change as conditions change.
Content samples	Kwakiutl sending children to school Tiwi working for money Maori no longer practicing cannibalism
CONTRIBUTING IDEA	A person's values influence his behavior as an individual and in groups.
Content samples	Toronto Yarramalong Kwakiutl Maori students
CONTRIBUTING IDEA	When groups with different value systems meet, one group tends to exert more influence over the other.
Content samples	European settlers and Kwakiutl European settlers and Tiwi European settlers and Maori

KEY CONCEPTS

Cultural Change	Tradition
Interdependence	Values
Societal Control	

OBJECTIVES

The objectives listed below are those particularly stressed in this Main Idea. These are shortened versions of the behavioral objectives presented in the introductory booklet to *People in Change*. The number in parentheses following each objective refers to the corresponding objective in the master list.

- Developing concepts (1)
- Making comparisons (2)
- Indicating relationships (3)
- Developing generalizations (4)
- Applying generalizations (5)
- Asking pertinent questions (6)
- Explaining cause-and-effect relationships (7)
- Exhibiting sensitivity to the feelings of others (9)
- Describing probable aspirations (10)
- Accepting merits of different ways of living and points of view (11)
- Conceptualizing one's own values (12)
- Relating one's values to those of others (13)
- Thinking autonomously (15)
- Expressing tentativeness and flexibility (16)
- Comprehending concepts and generalizations (17)
- Attaining concepts (18)
- Obtaining information from representational materials (19)
- Using map skills (20)

SUGGESTED MATERIALS

Chartpaper
Pictures from magazines or books showing people in groups (see Opener)
Wall map of the world
Globe
Rulers
Individual desk maps of Canada, Australia, New Zealand
United States road map with time zones indicated

Books (nonfiction)

Aborigines of Australia, by Olga Hoyt. Lothrop, Lee & Shephard Co. New York.
Australia, by Harrell b. Brander, M.A., and H. Holthouse. National Geographic Society. Washington D.C.
Australia & New Zealand, by Colin MacInnes. Time Incorporated. New York.
Canada: Wonderland of Surprises, by Max Braithwaite. Dodd Mead & Co. New York.
Enchantment of America: Canada, by Dorothy Wood. Childrens Press, Inc. Chicago.
Great Cities of Canada, by Charles P. May. Abelard-Schuman Ltd. New York.
Land & People of New Zealand, by Edna M. Kaula. J.B. Lippincott Co. New York.

Maoris of New Zealand, by Edna McGuire. MacMillan Co. New York.
People of the Dreamtime: The Australian Aborigines, by David Moore.
Walter/Weatherhill. New York & Tokyo.
A Picture History of Canada, by Clarke Hutton. Franklin Watts, Inc. New York.

Books (fiction)

Ash Road, by Ivan Southall. St. Martin Press. New York.
Once Upon A Totem, by Christie Harris. McClelland & Stewart Ltd. New York.
Raven's Cry, by Christie Harris. Atheneum Publishers. New York.
Secret of the Maori Cave, by Ruth Park. Doubleday & Co., Inc. Garden City, New York.
Threat to the Barkers, by Joan Phipson. Harcourt Brace Jovanovich, Inc. New York.
Walkabout, by James Marshall. Belmont-Tower. New York.
Walkabout, by James Marshall. Morrow Publishing. California.

Films

City Limits, Film Board of Canada. Color. 28 min. 45 sec. Available from ACI Films, Inc., Distribution Center, P.O. Box 1898, 12 Jules Lane, New Brunswick, N. J.
The Climates of North America, Color. 16 min. 21 sec. Available from Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60091.
The Early Days, Color. 19 min. Available from New Zealand Government Travel Commissioner, 153 Kearny Street, San Francisco, California 94108. 510 West 6th Street, Los Angeles, California 90014. 630 Fifth Avenue, Suite 530, New York, N.Y. 10020.
The Great Unfenced, McGraw-Hill. Color. 33 min. Available from Pyramid Films, Box 1048, Santa Monica, California 90406.
The Legend of the Knives, Color. 11 min. Available from Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60091.
Maori Arts and Culture, Color. 29 min. Available from New Zealand Government Travel Commissioner, 153 Kearny Street, San Francisco, California 94108. 510 West 6th Street, Los Angeles, California 90014. 630 Fifth Avenue, Suite 530, New York, N.Y. 10020.
Primitive People, Black & white. 33 min. Available from Universal Education & Visual Arts, A Division of Universal City Studios, Inc., 221 Park Avenue South, New York, N.Y. 10003.
The Transition, Black & white. 17 min. 28 sec. Available from National Film Board of Canada, 16th Floor, 1251 Avenue of the Americas, New York, N.Y. 10020.
Wheat Country, National Film Board of Canada. Color. 20 min. Available from Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60091.

TEACHER REFERENCE

The Tiwi & North Australia, by C.W.M. Hart and Arnold R. Pilling. Holt, Rinehart & Winston. New York.

✓ MAIN IDEA

Members of groups interact and depend on each other in a variety of ways.

✓ ORGANIZING IDEA

People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

✓ Opener

Have each student think of an activity he is often involved in (with other people) or one that he has been involved in (with others) recently. Then ask several students:

1. What activity are you thinking about?
2. Who was involved in this activity with you?
3. What did you do (in the game, during the trip, etc.)?
4. What did the others do?
5. Why did you join with these other people?

Write several groups of people on the chalkboard, such as:

brother	quarterback	teacher	store manager
sister	tackle	custodian	cashier
mother	halfback	principal	stock boy
father	receiver		

As you point to each group of people ask:

When would you become involved with this group of people?

Select pictures from magazines or books showing people as a group of interacting individuals and others showing people who are not a group. Examples are: an athletic team, a group of workers, a class of students, people on a bus, people sitting on a park bench. As you show these pictures to the students point out one person in each picture and ask:

What is this person doing?
Can he do this without these other people? Why do you think so?

Then ask:

Do you think a person in one group can belong to another group?
What makes you think so?

After the students have discussed this point thoroughly, tell each student to write a list of groups that he belongs to. Ask volunteers to read their lists to the class.

Note: Collect these lists and keep them for the students' use in a later activity.

MAIN IDEA | Members of groups interact and depend on each other in a variety of ways.

ORGANIZING IDEA | People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

✓

✓ Sequence 1

Activity 1: Have the students open their books to the map on pages 120-121. Ask:

- ✓ What can you tell about Canada, Australia, and New Zealand just from looking at this map?

Write the responses on the chalkboard. Then ask the students to look at the maps on pages 122 and 123. Ask:

- ✓ What can you tell about Canada, Australia, and New Zealand from looking at these maps?

Add these responses to the list on the chalkboard. Then ask:

- When you study about people in another country what other information do you need?
- What questions will get the information you need?

Write the students' questions on a chart so they can check them off as the answers are found. Have the students look at the chart as you ask:

Which questions on the list will get information about the land, bodies of water, climate, and where people live?

Which questions will get information about the past history of these people?

Which questions have to do with how they grow, make, and trade things either among themselves or with others?

Which questions have to do with the rules they obey and who makes the rules?

Which questions will help find out about the customs of the people and what they believe is important?

Add to the chart any questions that the students suggest as a result of the above questioning. If the students do not suggest the following study questions, add them to the list:

What groups of people live there?

Where did these people come from originally?

Which group controls the government?

What is the land and climate like?

Let the students volunteer to be on the Canada committee, the Australia committee, or the New Zealand committee. Each committee will be engaged in on-going research using their source books and other materials to find answers to their questions on the chart. Following is an outline of when the committees will be expected to have completed portions of their research.

Land and climate: Canada committee, Activity 12
Australia committee, Activity 14
New Zealand committee, Activity 23

Groups of people living there: All committees, Activity 27

Where they came from originally: All committees, Activity 27

Who controls the government: All committees, Activity 27

Note: The teacher should determine when the committees will report on other information resulting from the list of study questions created by the students.

Optional Activity: Let volunteers report on the following books, in conjunction with the Canada committee report: *A Picture History of Canada; Canada; Wonderland of Surprises; Enchantment of America: Canada; Great Cities of Canada.*

The film, *The Climates of North America*, will also be helpful to the committee reporting on Canada. Because this film discusses the climate and the land of the whole continent rather than the United States, Canada, or Mexico, the viewer is responsible for making his own comparisons and contrasts.

Parts of the following books can be reported on by volunteers on the Australia committee: *Australia; Australia and New Zealand.*

The following books can be reported on by volunteers on the New Zealand committee: *The Land and People of New Zealand; The Maoris of New Zealand.*

✓ **Activity 2:** Have the students open their books to pages 120-121 or use a wall map of the world to help them locate:

- ✓ The country of Canada within the continent of North America
- The island continent of Australia
- The island country of New Zealand
- The oceans
- The equator

Have the students turn to pages 122 and 123 and locate:

- ✓ The provinces of British Columbia, Ontario, and Saskatchewan in Canada
- The state of New South Wales in Australia
- North and South Islands of New Zealand
- ✓ The city of Toronto in Ontario
- The city of Auckland on North Island
- The city of Sydney in New South Wales

Have the students find Sydney on the map on page 53. Explain that one family they will be studying lives in the town of Yarramalong, about 77 miles north of Sydney. Have them locate Yarramalong on the map.

	Ask the students to read in the Table of Contents the titles of the five groups of people to be studied. Pronounce the unfamiliar words. Then ask: Which titles name a country? Which title names a city? A small town? Which titles name an island? Which title names a province within a country? Which one title names an island, country, and continent?
Formulating hypotheses	✓ After studying the map on page 9 and locating Toronto, ask: What does the symbol by Toronto mean? What would you expect to find in Toronto? ✓ List their answers on the chalkboard. Then have the class look at the pictures and read the captions on pages 2-23. Ask:
Checking hypotheses	How many of your expectations are correct according to the pictures and captions? ✓ Have the students think again about the groups that they belong to. Ask them to look again at the pictures on pages 2-23 to find out: Are there any groups in the pictures that seem similar to the groups you belong to? Optional Activity: Show the film <i>City Limits</i>. The narrator, Jane Jacobs, shows Toronto as an attractive, clean, interesting place to live. She demonstrates how Toronto has solved city problems, such as dirt, over-crowding, and transportation.
Intake of Information	✓ Activity 3: Have the students read pages 3-5 about the Johnson family and the problem Claire has. Then ask:
EXPLORING FEELINGS	1. What was Claire's problem? (Pursue this question until students suggest that Claire's problem was not simply whether she should go but her feeling of responsibility toward her classmates and family.) 2. Why did she have a hard time deciding what to do? 3. How do you think Claire felt when she was trying to make up her mind? Why do you think she felt this way? 4. Who has a different idea about how Claire felt? Why? 5. Have you ever been in a situation where you had to make a difficult decision? 6. How did you feel? Why do you think you felt this way?
Generalizing	After several students have responded to Questions 5 and 6, ask: From all the things we have said, what can you say about how people feel when they have to make decisions? Activity 4: On the chalkboard write the following statement: The Johnsons like where they live.
Intake of information Outlining	Ask the class to skim pages 6 and 7 for information that tells why that statement is true. Write their responses under the original statement in outline form.

With the students decide which responses truly support the statement and which are other pieces of information. For example:

<i>Non-supportive</i>	<i>Supportive</i>
natural harbor	quiet neighborhood
growing rapidly	shopping center nearby
major port	enjoy winter sports
	not far from downtown

Follow the same procedure for this statement:

Toronto is an important city in Canada.

Intake of information ✓ Have the students work in pairs. Let each pair select one of the following statements and skim pages 8-12 and do the same exercise on paper.

Mrs. Johnson had to rush to get ready.
Edmonton is important to the province of Alberta.
Mr. and Mrs. Johnson were not sorry to leave Edmonton.
Getting to the farm required different kinds of transportation.
Peter and Claire had many experiences during the week at the farm.
It was winter when Peter and Claire visited their grandparents.

Taking one statement at a time, let students volunteer their supporting evidence and write it on the chalkboard as before. After the evidence for each statement is supplied, ask:

Which of the responses seem to support the statement best?

Optional Activity: Show the film *Wheat Country*. Although made several years ago, this film of Saskatchewan, the rigors of making a living there, and the family farm gives a lively but brief account of the settlement.

Intake of information ✓ **Activity 5:** Have the class read about the school party on pages 13-15. Then ask:

1. What happened at the party?
2. How do you think Claire felt about what happened at the party? Why do you think so?
3. What people or groups of people got involved in discussing how future school parties should be conducted?

List these on the chalkboard, such as:

students	teachers
parents	principal

4. Which of these people could have made the decision immediately?
5. Why do you think people from different groups got involved in a discussion about the future of school parties?

18 Role-playing Let volunteers role-play the first student council meeting, the parent's meeting, and the second student council meeting.

	Note: The primary purpose of role-playing is to enable students to act out scenes as <u>they</u> think they would have occurred. There should be no script; students should not be told what to say, except for the possible suggestion of an opening line; and the scene should extend beyond what is described in the text.
	✓ After the role-playing, ask: 1. In what ways do you think the next school party will be different from the last one? Why do you think so? 2. How do you think the decision will be made? 3. How does this decision differ from Claire's? Typical responses: Harder decision — more choices. More groups involved. Only Claire could make her decision.
Generalizing	4. What can you now say about making decisions?
	✓ Activity 6: On the chalkboard write: a. The party was not a success. b. Both students and grownups disliked the way the students acted at the party. c. The boys wouldn't dance. Ask the class to decide which one statement tells: What the problem is, who has the problem, and who or what contributed to the problem. (statement "b")
	✓ Note: The first step in solving a problem is a clear statement of the problem.
Intake of information	Ask the students to read pages 16-23 and write one sentence about Peter's problem and one about Mr. Johnson's problem, using sentence "b" as a model. They must include within one sentence: What the problem is. Who has the problem. Who or what contributed to the problem.
	✓ Note: Keep the papers with the statements about Peter's and Mr. Johnson's problem as they will be referred to in Activities 7 and 9.
	✓ Activity 7: Let volunteers share their sentences about Peter's problem. Then ask:
ANALYZING VALUES	1. What do you think were Peter's reasons for taking a job? 2. What do these reasons tell you about what Peter thinks is important? 3. What do you think were Peter's parent's reasons for allowing him to have the job? 4. What do these reasons tell you about what the parents think is important?

- ✓ Duplicate and give to each student the following situation and possible choices of action:

A neighbor asked you to do a small job and gave you a dollar. What will you do?

- ___ Give it to a member of your family.
- ___ Treat your friends.
- ___ Add it to money you are saving.
- ___ Buy something you want.
- ___ Something else.

- ✓ Ask each student to write what he thinks he would do and why. Tally the choices and let students volunteer to share what they have written with the class. Then ask:

- 5. What does that show about what you think is important?
- 6. Thinking about Peter, his parents, and what we have said, what differences do you see in what people think is important?

Have the students think about the argument Peter had with his parents about the way he spent his money. Then ask:

APPLYING GENERALIZATIONS

- 1. Suppose Peter decides that he doesn't want to spend his money the way his parents want him to. What do you think might happen?
- 2. What makes you think that might happen?
- 3. What would be needed for that to happen?
- 4. Can someone give a different idea about what might happen?
- 5. If, as one of you predicted, (such and such) happened, what do you think might happen after that?

EVALUATION

Each student may be asked to write his answers to Questions 1 and 2 before discussion, or a check list may be used by the teacher to record responses during class discussion. In either case, the following criteria are suggested.

Below each criterion are categories which may be used to group student responses. Only two categories are given for each criterion — one high-level and one low-level. The two categories show high and low ends of the spectrum of possible student responses. (Examples apply only to Question 2.) Some responses will not fall exactly in either category, but will probably be closer in some degree to one category or the other.

1. Logical coherence

- a. Is the student's inference warranted by available information?**

For example: "Peter liked to have money to spend."

- b. Is the student's inference unwarranted by available information?**

For example: "Peter wasted his money."

2. Abstractness

a. Does the student's inference include abstract words which refer to qualities and attitudes rather than to concrete incidents?

For example: "Peter wanted to be independent."

b. Does the student's inference include no abstract words?

For example: "Peter wanted to have more things."

3. Tentativeness

a. Does the student indicate the possibility that his inference is based on limited data, and therefore, misleading? Terms, such as 'might,' 'maybe,' 'it seems,' 'I think,' are indicative of this criterion.

For example: "Peter probably didn't know how to take care of money very well."

b. Does the student indicate no possibility that his inference about values is based on limited data, and therefore, misleading?

For example: "Peter knew nothing about money."

Activity 8: Ask the students to think again about Claire's problem and her decision. Explain that the process Claire was going through as she made up her mind to go to Saskatchewan was that of *decision-making*. She was *making a decision*. Write *decision-making* on the chalkboard. Then ask the following questions and record the responses on a chart such as the one on the next page.

1. What was the problem?
2. What choices did Claire have?
3. What was Claire's decision?
4. Who influenced Claire's decision?
5. Who was affected by her decision?
6. How were they affected?

Note: The responses on the chart that follows are just examples. Responses will vary somewhat for each class.

Problem	Possible Choices	Decision	Who influenced Decision	Who was affected by the decision	How they were affected
Claire couldn't make up her mind what to do	To go to Saskatchewan	To go to Saskatchewan	Mother Teacher Father Classmates	Classmates	Had to take over party responsibilities.
	Not to go to Saskatchewan			Grandparents	Would be happy to see her and would have to provide for another guest.
				Father	Would not have children at home to care for.
				Mother	Happy because she wanted Claire to go.
				Teacher	Had to assume more responsibility for the party.

Distribute duplicated copies of this chart to the class. Have them fill in the information concerning Peter's decision to take a job. Have the students keep their charts for use in the following activity.

Activity 9: Let volunteers share their sentences about Mr. Johnson's problem (from Activity 6). Then ask:

INTERPERSONAL PROBLEM SOLVING

1. What decisions did Mr. Johnson have to make?
2. What did he do?
3. What do you think Mr. Johnson should have done? Why do you think so?
4. How do you think _____ would react when Mr. Johnson did this? Why do you think so?
(Ask for reactions of several of the following people one at a time: Mr. McLeod, the city council, Mr. Johnson's boss, Claire, Peter, Mrs. Johnson.)
5. Have you (or anyone you know) ever been in a situation where you (or they) were supposed to convince someone to do something he did not think he should do?
6. What did you (the other person) do?
7. As you look back, do you think this was a good or a bad thing to do? Why do you think so?
8. Is there anything you (the other person) could have done differently?

Have the students fill in the information concerning Mr. Johnson's decision on the duplicated chart.

EVALUATION

Questions, such as these, which explore reactions to interpersonal conflict, are particularly useful in assessing feeling and attitudes. Each student may be asked to write his answers to one or more questions before discussing, or a check list may be used by the teacher to record responses during class discussion. In either case, the following criteria are suggested for grouping student responses to Question 3.

1. Ethical concern.

a. Does the student show concern for participants and/or try to reconcile opposing viewpoints?

For example: "He could have paid the McLeods more money for their property so they could buy a new store."

b. Does the student show an acceptance of rules and/or adherence to particular societal rules?

For example: "It's too bad, but he had to follow the law."

c. Does the student solve the problem on the basis of expediency — as easily as possible, without regard to ethical concerns and often by referral to other authority?

For example: "He should do what his company said."

2. Sympathetic response.

a. Does the student show sympathy or support for those involved?

For example: "He waited as long as he could to tear down their house." "He felt sorry about making the McLeods move."

b. Does the student show a punitive attitude toward those involved?

For example: "He should have put Mr. McLeod in jail."

3. Rationality

a. Does the student indicate more than one solution and/or an awareness that the solution may be imperfect or that others of equal merit are possible?

For example: "One thing he could have done was to talk to officials about letting the McLeods keep their house, or maybe they could have moved it to another place."

b. Does the student indicate one solution and no awareness that the solution may be imperfect or that others of equal merit are possible?

For example: "He should have helped the McLeods find a new store and the money to buy it."

c. Does the student indicate no possible solution?

Possible Use of Results:

Comparisons may be made with other student responses in regard to interpersonal conflict. In time, one would hope to see that students are

becoming more “ethical” in the sense of progressing from simple expediency to acceptance of rules to concern with implications of rules for those involved. One would also hope to see students becoming more sympathetic with persons in a conflict situation and more flexible in developing solutions to such conflicts.

Debating

Activity 10: Ask the students to think about everything they have read and to *name the people* in the story *who had to make decisions*. List them on the chalkboard.

Then write the following question on the chalkboard and ask the students to *think* for a few minutes about how they would answer.

Who had the most difficult decision to make?

Organize a debate letting the students argue for and defend their point of view in relation to the question above. One way a debate can be organized is:

1. Tell the students to indicate who they think had the most difficult decision to make by raising their hands as you point to each name on the chalkboard.
2. As their hands are raised, ask for volunteers to try to convince the rest of the class of their point of view. Pick a debating team of not more than five students to represent each position.
3. Have each team gather in a group to appoint a team leader and to discuss points to be presented.
4. Explain that the rest of the class will judge the debating teams.
5. Allow each team five minutes to present its case.

After the teams have debated, ask the judges to answer the following question:

Which team do you think won the debate?

After a winning team has been selected, help the students understand that they may agree that an argument has been effectively presented without agreeing with the argument, by asking:

Why do you think _____ won?
 How did you arrive at this decision?
 How does your decision-making differ from the ones on the chart?

Generalizing

Looking at the chart, and in view of everything we’ve said so far, what can you say now about making decisions?

EVALUATION

Student responses may be grouped according to their level of Significance — does the student indicate the most important aspects of decision-making in his response? For example: “People have to think of others when they decide.” is more significant than “Claire decided to go to Saskatchewan.”

Activity 11: Ask the students to look at the decision-making chart and to see which of the three people needed other people to help in making

the decision. Fill this information in on a new chart as the students give responses to the following questions:

- 1. Who did _____ need?
- 2. For what did _____ need them?

Person	Needed	
	Whom	For what
Claire	parents classmates	make decision finish her job
Peter	parents	permission
Mrs. Johnson	counselor	advice
Mr. Johnson	family	to listen for support

Have the students recall or skim the first 23 pages to find out who else in the story needed someone. Chart these as the students give responses to Questions 1 and 2 above. Then ask:

- 3. Why do you think _____ depended on _____ for _____?
- 4. What can you say about people needing others.

Generalizing

Have the students suggest a title for the chart and save it for use in later activities. (In the future this chart will be referred to as the "People Needed" chart.)

MAIN IDEA Members of groups interact and depend on each other in a variety of ways.

ORGANIZING IDEA People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

Sequence 2

Map skills **Activity 12:** Have the students look at the maps on pages 6 and 9. Ask:
In what ways do these maps differ?
Why does one map show fewer cities?

Have the students use the scale of miles and their rulers to estimate distances between different places on the map. For example:

page 6: Newton Brook and Union Station
Agincourt and Toronto Airport

page 9: Toronto and Montreal
Toronto and Edmonton
Mossbank and Moosejaw

Review cardinal directions with the students and ask them to look at the map on page 6 and tell in what direction they would be traveling if they were going:

From Woodbridge to Toronto
From Newton Brook to the airport
From Forest Hill to Willowdale
From Union Station to Agincourt

Exchange of information Ask the Canada committee to describe the land and climate to the class. Then ask:

Where would you expect most of the people to live? Why?

Have the class turn to the map of Canada on page 126. Then ask:

How does this map show where most of the people live?

Distribute individual desk maps of Canada to the class. Have the students label the provinces, bodies of water, the United States, and cities mentioned in the account of the Johnson family. The Canada committee may also want to include other information they consider important. Save these maps for use in Activity 29.

Group skills **Activity 13:** Discuss with the class the committee work they are doing on Canada, Australia, and New Zealand. Ask the students to identify any problems they are having, such as finding information, working together, or deciding on ways to present the information to the class.
Set a date (4-5 days away) for exchanging information on the following questions from the list they prepared in Activity 1.

What groups of people live there?
Where did these people come from originally?
Which group controls the government?

Activity 14: Tell the class that they will be studying about people in Australia next. Have them locate Australia on the map on pages 120-121 and on a globe or world map. Review the direction and distance of Australia from Canada.

Have the Australia committee describe the land and climate to the class. Then ask:

Where would you expect most of the people to live? Why?

Tell the students to look at the map of Australia on page 126. Ask:

How does this map show where most of the people live?

Have the students turn to the maps on page 122. Tell them to use their rulers and find the distance east to west and north to south of both countries. Then ask them to explain why Australia looks larger than Canada.

Optional Activity: Show the film *The Great Unfenced* for an overall look at Australia. Although much of this film dwells on the outback, the narration is lively and it points up the real, though raw, features of life on this continent.

Activity 15: Bring to class a United States road map with the time zones clearly marked. Ask:

In what time zone do we live?

How many hours difference is there between the east and west coast?

Why is San Francisco always three hours behind New York?

Including Alaska, how many time zones are there in the United States?

Explain to the students that the earth is divided into 24 time zones. Then read the following problem to the class:

If the plane with the Johnson family on it departed Toronto at 8:15 a.m., arrived at Regina at 11:20 a.m. with two one-hour time changes, how long did the trip take?

Note: How much you do with time zones will depend on your class and your own preference. The topic might be one for a small group to report on. Explanations can be found in the Encyclopedia Britannica under "Time, Standard" and in World Book Encyclopedia under "Time."

Activity 16: Find the international date line on the globe. Explain that it roughly follows the 180° meridian and help the students locate this meridian on the map on pages 120-121. People who live west of the international date line are one day ahead in time of those who live east of it. Read the following problems to the class.

If it is January 5 in Canada, what day is it in Australia?

If it is January 5 in New Zealand, what day is it in the United States?

If it is May 10 in Australia, what day is it in New Zealand?

If it is June 8 in Australia, what day is it in Canada?

Let a small group of interested students research and plan a report about the international date line to present to the class. A source for information is the *World Book Encyclopedia* under "International Date Line."

MAIN IDEA | Members of groups interact and depend on each other in a variety of ways.

ORGANIZING IDEA | People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

Sequence 3

Activity 17: Have the students locate Sydney and Yarramalong on the map on page 53. Then ask them to look at the picture of Yarramalong on page 48 and to name the things they see. List some of these on the chalkboard, such as:

cow	green grass	trees
fence	house	sprinklers
road	telephone pole	hill

Under the list write:

There is farming in Yarramalong.

Ask the students what the relationship is between the sentence and their list. Then write the following sentence on the chalkboard and ask the students what is wrong with it.

All the people in Yarramalong have irrigation systems.

Note: The purpose of this activity is to make the children aware of over-generalizing. A more accurate statement would be, "Some of the people in Yarramalong have irrigation systems."

Ask the students to reword the sentence so that it is correct according to the picture on page 48.

Then let the students, working in pairs, select any picture from pages 49-71 and write a general statement based on the evidence in that picture.

When finished, one person reads his statement aloud and the rest of the class must find the page where his picture is. The one who finds it first names the things in the picture that make the statement true. Then ask if anyone wrote a different statement for the same picture.

For the game to continue, the partner of the student who found the picture gets to read the next statement and so on. If a statement isn't supported by the evidence, the class should help reword the statement.

End the session by having each pair of students write what they can say about Yarramalong just from looking at the pictures.

Activity 18: Describe the Rankin family to the class and identify Stewart and Christa Traill as the children of Mrs. Rankin's sister from Bondi, a suburb of Sydney. Ask the students what relation the Traill and Rankin children are to each other.

Intake of
information

Have the class read pages 49-51 to find out:

- What the emergency was.
- How it was taken care of.
- Who helped.

EXPLORING FEELINGS

After discussing the reading, ask:

1. How do you think Dan and Carol Rankin felt about their cousins coming to visit them? Why do you think they felt this way?

Typical responses:

Exited

Glad

Wondered how big their cousins are

Thought about the fun they would have

2. Have you ever had relatives whom you had not seen for a long time come to visit you?

3. How did you feel when you learned they were coming? Why do you think you felt this way?

4. How is this like or different from the way the Rankin children felt? Why do you think so?

Activity 19: Display the "People Needed" chart (developed in Activity 11). Let the class decide how it should be filled in for Mrs. Traill and include the information on the chart.

Organize the class into five groups. Distribute to each group a duplicated form of the "People Needed" chart with the word "group" added to the first column (see chart that follows). Then assign the following pages for each group to read:

Intake of
information

Group 1: pages 51-53 A Remembered Fire

Group 2: pages 53-55 Evening Milking

Group 3: pages 56-58 A Hike in the Bush

Group 4: pages 58-60 A Day's Work

Group 5: pages 61-65 One-Teacher School

Let half of each group prepare a two minute summary of their reading to present to the class. The other half of each group should fill in their dittoed chart according to the information in their reading assignment.

Exchange of
information

As the groups exchange information have one student from each group draw a copy of his chart on the board. After each report ask the class the following questions, listing the reasons on the chalkboard.

After group 1 reports, ask: Why do you think Mr. Rankin is willing to fight fires?

After group 2 reports, ask: Why do you think the Traill children were willing to help with the chores?

After group 3 reports, ask: Why do you think Dan became the leader when going past the magpie?

After group 4 reports, ask: Why do you think Mrs. Rankin helps with the milking?

After group 5 reports, ask: Why do you think the three children agreed not to tell on Stewart?

Typical responses:

So he could get help when he needed it.

Their mother told them to help.

Helping was fun on a farm.

DEVELOPING
GENERALIZATIONS

They got paid.
He wanted to show off.
He felt responsible for the others.
She is part of the family.
They didn't want him to get into trouble.

Have the students look at the list of reasons on the chalkboard. Then ask:

1. In what ways are these reasons for helping others different?
(Pursue questioning until students mention some reasons are for the good of the group. It may be necessary to ask additional questions, such as "Who is Mrs. Rankin helping when she milks cows?" "Who is Mr. Rankin helping when he fights fires?")
2. How might these differences influence someone's decision whether to help or not?
3. Which reasons were probably the strongest "force" causing these people to decide about helping? Why do you think so?
4. What can you say about people helping one another from what we have been talking about?

Let a volunteer add the chalkboard data to the "People Needed" chart. Data for the chart might be:

Person or Group	Needed	
	Whom	For What
fire fighters	Mr. Rankin	chop trees, drive bulldozer
Mr. Rankin	children	drive in cows farm jobs help with milking
Mrs. Rankin	children	do dishes
Stewart and Christa	Dan Mrs. Rankin	protection transportation from Yarramalong to the farm
children	Mr. Murray	to teach them
Mrs. Traill	Rankin family	to care for her children

EVALUATION

Student responses can be grouped according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses to Question 4.

1. Inclusiveness or completeness
 - a. Does the student's response include most of the important points about people helping each other (points pre-

determined by the teacher)?

For example: "They help each other for lots of reasons because they want different things."

b. Does the student's response omit most of the important points about people helping each other?

For example: "People help when they're asked."

2. Abstractness

a. Does the student's response include abstract words which refer to qualities or attitudes rather than to concrete incidents?

For example: "People help because they hope to get help when they need it."

b. Does the student's response include no abstract words?

For example: "Parents tell kids to help them."

Notice the extent to which responses indicate a grasp of part of the Organizing Idea, e.g., 'People (in different groups) help each other in different ways.'

Optional Activity: Read Chapter 1 of *Ash Road* to the class. Let volunteers report on succeeding chapters. The plot tells of a group of teenagers and their involvement and reaction to a bush fire. The report can take the form of dramatization, pantomime, or concert reading.

Another book, *Threat to the Barkers*, describes family life in Australia and teenagers involved in decision-making situations. It might be read and reported on in a similar manner.

Activity 20: Ask group 5 to dramatize the incident at school for the class. After the performance, ask:

INTERPERSONAL
PROBLEM
SOLVING

1. What happened?
2. What else do you think Stewart could have done? Why do you think so?
3. What do you think Mr. Murray would have done if Stewart had _____? (Repeat this question for every suggestion.)
4. Has anything like this ever happened to you at school? What did you do?
5. As you think back, was what you did a good or a bad thing to do? Why do you think so?
6. Is there anything you could have done differently?

Intake of
information

Activity 21: Have the class read about a decision Mr. Rankin must make on pages 65-69. As they read they are to find and jot down on paper reasons for Mr. Rankin helping his friend and reasons against helping him.

Organizing
information

After the reading, draw a "decision tree" on the chalkboard and have the students tell which reasons go on each side. For example:

	Mr. Rankin's Decision <table> <tr> <th>For helping</th><th>Against helping</th></tr> <tr> <td> Charley was good friend Known him a long time Charley was in a jam Team needs him Charley will teach him Week to practice Yarramalong game </td><td> Never had played Might mess game up Doesn't want to look foolish Not much good to team Likes football </td></tr> </table>	For helping	Against helping	Charley was good friend Known him a long time Charley was in a jam Team needs him Charley will teach him Week to practice Yarramalong game	Never had played Might mess game up Doesn't want to look foolish Not much good to team Likes football		
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Charley was good friend Known him a long time Charley was in a jam Team needs him Charley will teach him Week to practice Yarramalong game	Never had played Might mess game up Doesn't want to look foolish Not much good to team Likes football						
Cause-and-effect	Then ask: 1. Which reasons do you think had the most force in helping Mr. Rankin make his decision? Why do you think so? 2. Which reason on the right side was probably the hardest to overlook? Why do you think so? 3. Which reasons on the right side will be canceled out because Charley will teach him? 4. How might writing down all the forces for and against help a person make a decision?						
Intake of information	Have the class read pages 69-71 about the decision the Rankins make about Christmas vacation. Then ask:						
Inferring	1. Who were involved in the decision and in what way? 2. Suppose Mrs. Rankin refused to go without her husband, what would happen? 3. Why do you think that would happen? Optional Activity: Let the students, working in pairs, skim again pages 16-18 and fill in a decision tree for Peter Johnson. <table> <tr> <td></td><td> Peter's Decision <table> <tr> <th>For saving money</th><th>Against saving money</th></tr> <tr> <td></td><td></td></tr> </table> </td></tr> </table>		Peter's Decision <table> <tr> <th>For saving money</th><th>Against saving money</th></tr> <tr> <td></td><td></td></tr> </table>	For saving money	Against saving money		
	Peter's Decision <table> <tr> <th>For saving money</th><th>Against saving money</th></tr> <tr> <td></td><td></td></tr> </table>	For saving money	Against saving money				
For saving money	Against saving money						
	Or: Let individual students work out a decision they must make in the future using this diagram form. Activity 22: Have the students look at the "People Needed" chart. Ask: 1. What groups of people do we have on the chart?						

Inferring	List them on the chalkboard, such as: - family school - fire fighters bowling team 2. In what ways do these groups differ? 3. Why are there these differences? 4. In what ways are these groups the same? 5. How do you account for groups being alike in some ways? 5. Which groups needed its members most? 7. Which of the people on the chart needed the group most? 8. Why do you think there are groups wherever there are people?
	Ask each student to write his definition of a group and collect these papers.
EVALUATION	Written or verbal student responses to Question 8 can be grouped according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses. 1. Abstractness a. Does the student's response include abstract words which refer to qualities or attitudes rather than concrete incidents? For example: "People depend on others to help them do things they can't do alone." b. Does the student's response include no abstract words? For example: "Some jobs are too big for one person." 2. Inclusiveness or completeness a. Does the student's response encompass several aspects of groups? For example: "People form groups to do things like play ball or have things like protection." b. Does the student's response show a limited concept of groups? For example: "In the band we play music together." Notice the extent to which responses indicate a grasp of part of the Organizing Idea, e.g., 'People in different groups help each other (in different ways).' Activity 23: Organize interview teams to find out what groups people they know belong to. The questions they should ask when interviewing are: <i>How do you become a member?</i> <i>What does the group do?</i> <i>How do members know what is expected of them?</i> <i>What rewards, if any, can a member get from this group?</i> <i>How are these rewards earned?</i> Before the interviewers begin it would help to role-play interview techniques to foster positive results.

Encourage the students to find a variety of groups, such as:

political	business	social	national
religious	nationality	sports	community
men's	women's	youth	neighborhood

Whenever an interview team is ready, allow a few minutes of the class period for their report.

Assign a bulletin board for pictures and news stories about local group activities. Let the class choose a title for the display. If the interview teams bring brochures or informational literature from groups such as, League of Women Voters, Chamber of Commerce, NAACP, arrange a place for their display.

Activity 24: Ask the students to think about what they did between the hours of 4 and 10 p.m. yesterday. Have them list on paper five activities that lasted for at least 10 minutes.

Then ask them to put a check by the things they usually do every day and to underline the things they like to do best. For example:

- ✓ homework
- ✓ help with dishes
- ✓ watch TV
- talk on the telephone
- ✓ play with friends
- babysit

Read the following to the class:

Mary turns her record player on every afternoon after school. She always asks for the latest records for her birthday and she saves her own money to buy them. What is important to Mary? How can you tell?

John finally joined Little League Baseball because his father wanted him to. John isn't a very good player but he shows up for practice every day. His father is the team coach and encourages him to keep trying. At school John never plays baseball with his friends. From John's behavior, what is important to him? Why do you think so?

Now ask the students to trade their list of yesterday's activities and write on their neighbor's paper one thing his actions or behavior tells about him. Have the students exchange a second time, letting a different student agree or disagree with the statement and the reason why.

After the papers are returned to the original writers, let volunteers share what is on their paper with the class. Ask the student if he agrees or disagrees with the conclusions of his two classmates and why.

Then ask the class:

What might be unfair about making conclusions from the information on these papers? (limited information)

OR: As a homework assignment, have the students walk around the neighborhood where they live, taking notes on what they see people doing. Ask them to write a summary of what seems to be important to the people in their neighborhood.

Activity 25: On the chalkboard write the names of the members of the Rankin and Johnson families. Divide the class into eight groups. Assign each group a name of one of the family members. Ask the students to look through their books and to jot down three or four actions of the family member assigned to their group.

On the chalkboard write the headings on the chart below. Then ask each of the groups to tell the actions of their family member and write the responses in the appropriate column. A completed chart might be:

Yarramalong family	Toronto family
Dan: went to school taught Stewart to ride motor bike helped with milking told others not to tell on Stewart Carol: helped with milking played in sprinkler went on hike helped with dishes Mrs. Rankin: drove Christa and Stewart to farm led cows to shed watched TV helped with milking Mr. Rankin: bowled for his friend pumped water cut fence posts fought a fire	Claire: asked Jenny for advice went to student council meeting went to shopping center visited her uncles's farm Mr. Johnson: drove family to airport discussed his problem with family talked to Peter about spending money asked Mr. McLeod to leave his home and store Mrs. Johnson: talked to school counselor about Peter visited grandparents finished Christmas shopping went to Moosejaw to shop Peter: delivered papers rode snowmobile rushed to spend his money flew to Saskatchewan

Have the students look at the list for each family and ask:

- What do you think is important to each of these families?
- What makes you think so?
- Who has a different idea and why?

If the students fail to mention the limitations of the information, ask:

- Would your conclusion be different if you were a member of one of these families? Why do you think so?

Let each student choose one of the families and write to the topic:

- What Seems To Be Important to the Rankin (Johnson) Family

MAIN IDEA | Members of groups interact and depend on each other in a variety of ways.

ORGANIZING IDEA | People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

Sequence 4

Exchange of information | **Activity 26:** Let the New Zealand committee report on the land and climate as the rest of the class observes the map on page 123. Then ask the class:

In what ways are the three countries alike?

In which country might you find land similar to where we live?

In which countries would Christmas be in summer? (Explain the difference in seasons between the northern and southern hemisphere if the committee didn't do it).

Map skills | Distribute desk maps of Australia and New Zealand for the students to record whatever information the New Zealand and Australia committees think necessary.

Exchange of information | **Activity 27:** Ask each of the three committees to report on:

What groups of people live in the country they are reporting on and where they came from originally.

After the Canada report have the students observe the map on page 29 and locate where the Kwakiutl live. Ask:

In what part of Canada are they?

On which coast of North America did people from Europe settle first?

Inferring | How might the location of the Kwakiutl keep the earliest colonists from settling there?

After the Australia report, turn to page 76 and locate Melville and Bathurst Islands where the Tiwi have always lived until recently. Locate Darwin where some live now. Ask the Australia committee to tell the class again about the climate in northern Australia. Then ask:

Inferring | How might the location of the Tiwi have kept them isolated from newcomers?

How might isolation affect their lives?

After the New Zealand report, turn to page 106 and locate North Island, where most of today's Maori live. Ask:

How many miles did the first Maori travel in canoes if they came from Tahiti?

Note: There is no positive proof that Tahiti is the place of departure.

Have the students turn to the land use map on page 127. Ask:

What does this map tell you about North Island today?

Why would European colonists want this land?

Inferring	Since the Maori planted crops around their villages, what do you think happened when they realized that the Europeans planned to settle in New Zealand? Review with the class: What groups of people came to America after Columbus. The Indian groups that were native to this country. What happened to the Indians and why. What group controlled the government.																
Exchange of information	Ask the committees which groups in the country they are studying have control of the government. Then ask the class to write to the question:																
Inferring	Why do you think the newcomers or colonists got control of the government in Australia, New Zealand, Canada, and the United States?																
Relating to student experience	Activity 28: Ask the class to name some different things that our society does to honor a very important person who dies. Typical responses: flag at half-mast special TV show on life of person newspaper stories large funeral procession memorial services start organizations or grants in honor of person																
Intake of information	Have the class read about the celebration in honor of Mungo Martin on pages 25-28. Then ask: 1. What happened? 2. What did the Hunt and Cranmer family do? 3. Why did they do all these things? 4. What does this account of a modern potlatch tell you about the Kwakiutl? Let each student divide a piece of paper into two columns. Have them print HAVE on one side and DO on the other, and list the things the Kwakiutl have or do as mentioned on pages 25-28. Room should be left at the top of the chart for a title. <table> <tr> <th>HAVE</th><th>DO</th></tr> <tr> <td>totem poles</td><td>dance and sing in the big-house</td></tr> <tr> <td>chiefs</td><td>give away gifts</td></tr> <tr> <td>cedar trees</td><td>burn valuable fish oil</td></tr> <tr> <td>community hall</td><td>invite everyone to potlatch</td></tr> <tr> <td>drummers</td><td>carve totem poles</td></tr> <tr> <td>face masks</td><td>celebrate new name</td></tr> <tr> <td>decorated blankets</td><td></td></tr> </table>	HAVE	DO	totem poles	dance and sing in the big-house	chiefs	give away gifts	cedar trees	burn valuable fish oil	community hall	invite everyone to potlatch	drummers	carve totem poles	face masks	celebrate new name	decorated blankets	
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Note: Plan a method of saving these charts in the classroom. The students will add to the chart several times and the information will be used for further practice in outlining.

ATTAINING CONCEPTS

Activity 29: Develop the meaning of *band*. Write the word *band* on the chalkboard. Read the following episode to the students and tell them that this is an example of a band.

Nine households had the right to hunt in an area of two hundred square miles. *They knew exactly where their boundary lines were.*

Read the following and explain that this is *not* an example of a band.

All these people spoke the same language but *they did not hunt or live in the same territory.*

Ask: How are these two examples different?

Read the following and explain that this is another example of a band.

Although many people belonged to a tribe with similar customs and language, people in the three villages near the mouth of the river considered themselves a part of the tribe but had a name used only for the *members who belonged to the villages.*

Read the following and explain that this is *not* an example of a band.

At the funeral of an important chief were many families from different villages. Some of them *traveled miles through unfamiliar territory* to get there.

Ask the students to listen carefully as you read the following two episodes and to tell which refers to a band.

- a. Four heads of large households met to discuss moving to one of their distant hunting camps. (band)
- b. Four heads of large households from different territories joined forces to punish the man who had broken his promise. (not a band)

Ask: (Reread the episodes if necessary.)

What is a band?

Note: Do not push for a precise definition as there are many variations and they differ among culture groups. For your purposes it is a collection of families within a certain territory who “band” together for some activities within their own region.

Map skills

Distribute the individual desk maps of Canada and have the students add the Kwakiutl bands' territory by looking at the map on page 29. Then ask:

How does a band territory differ from a province or state?

EVALUATION

Student responses to the question “What is a band?” may be grouped according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible responses.

	1. Inclusiveness or completeness a. Does the student's response include all of the important points about a band? For example: "Families who join together to do things in their area." b. Does the student's response omit most of the important points about a band? For example: "People get together in a band." 2. Abstractness a. Does the student's response include abstract words which refer to qualities or attitudes rather than to concrete incidents? For example: "A band is a group of families who live together in a territory." b. Does the student's response include no abstract words? For example: "A band hunts for food."
Intake of information	Activity 30: Have the students read pages 28-31 to find out about the two groups of people living at Alert Bay. Then have the students work with a partner to plan two questions to ask the class about the same piece of information in the reading. Explain that one question must begin with the word "what" and the other should begin with "why." Both questions should be worded so that more than one student can give answers. For example: What are water-taxis used for? Why are water-taxis needed?
Questioning skills	For practice in writing open questions read the following pairs of questions and let the students decide which question in each pair permits the most answers. What is a band? What are some things the Tiwi did in a band? What is the reason the Maori came to New Zealand? What might be some reasons the Maori came to New Zealand? What is the most important job at school? What are some jobs at school? Who teaches the Maori girls how to dance? How do Maori girls learn what they have to know? After reading have one pair of students ask their two questions, another pair give the answers, and a third pair check the questions against the criteria of openness, suggesting a change in wording if necessary. Following the question-asking period, have the class decide what to add to the "Have and Do" chart.
Intake of information	Activity 31: Divide the class into three reading groups. Group 1 reads pages 31-34 to find out and report on: What the Kwakiutl of long ago had. What they did with it.

	Group 2 reads pages 34-40 to find out and report on: - What the Kwakiutl believed was important. - What behavior showed this. Group 3 reads pages 41-42 to find out and report on: - How the children learned the Kwakiutl ways. - What outside groups changed some of the ways.
Exchange of information	After the groups exchange information, have the students add to the "Have and Do" chart. Then write on the chalkboard:
Outlining	I The early Kwakiutl used the plants and animals. - a. - b. - c. Have the students give supporting phrases from their "Have and Do" charts. Then write several related phrases and ask the class to provide a sentence the phrases would support. For example: II _____ a. work in logging camps b. work on fishing boats c. drive trucks Let the class work in pairs to write both a topic sentence and supporting data in outline form for the information they already have about the Kwakiutl. Optional Activity: Show the film <i>The Legend of the Magic Knives</i>. This artistic dramatization of a Kwakiutl legend features Tony Hunt, the Kwakiutl carver pictured in the text. The legend highlights the mythical beings carved on totems. Interested student might enjoy reading and reporting on <i>Raven's Cry</i> and <i>Once Upon a Totem</i>. Although <i>Raven's Cry</i> concerns the Haida Indians, traditions and ways of living are similar enough to the Kwakiutl to provide an account of early Indian life. <i>Once Upon a Totem</i>, a retelling of traditional Northwest Indian legends, illustrates Indian religious beliefs.
Role-playing	Activity 32: Organize the classroom for a potlatch. Let a small group of students role-play one of the following situations: - A chief inviting three or four other chiefs and their households to the naming party of the first son. - The story of Fast Runner and Throw Away.
EVALUATION	Student role-playing may be used to estimate the extent to which the class is successfully <u>Decentering</u>. a. Are the students able to successfully assume the attitudes and actions of the Kwakiutl people at a potlatch? b. Are the students unable to assume the attitudes and actions of the Kwakiutl people, acting on the basis of their own culture, rather than the Kwakiutl?

DEVELOPING GENERALIZATIONS

Inferring

After the performance, ask?

Who did the giver of the potlatch need? Why?
Why do you think a chief's family was willing to let him
give away their property, too?

Have the class choose one of the potlatch givers described in the book
(Helen Hunt, Dough Cranmer, Fast Runner, Throw Away) and add it to
the "People Needed" chart developed in Activity 11. Then ask:

1. If *(the chief)* needed *(his family)* to *(help give gifts)*,
did the family need him? In what way and why?
2. Where else on the chart could the people needed
change places with the ones they helped? Why do you
think so?
3. Which situations affected the most people? Why do
you think so?
4. In what other ways do you think these situations were
different? Why do you think so?
5. In what ways were the situations alike? Why do you
think so?
6. What can you say that would generally be true of people
from the situations on the chart?

**Note: There are later opportunities for additions to this chart, but the
guide will not refer to it again.**

Organizing
information

Activity 33: Have the students use their "Have and Do" charts or the
book to recall what the Kwakiutl do or did. Ask them to identify different
actions as occurring today, long ago, or both. List the responses on the
chalkboard. For example:

Long Ago

gave potlatches
gathered berries, roots
hunted and fished
made canoes
talked to Tsonoqua
learned by imitating
boys and girls learned
different things
carved wooden animals
burned up property

Today

give potlatches
work on fishing boats
live in lumber camps
drive trucks
sell carvings to tourists
learn in schools
work in hospitals
carve wood
live on reservation
give gifts
dance and sing

Ask:

1. What changes in ways of doing things are there?
2. Why do you think they have changed their way of *(learn-
ing)*?
3. What hasn't changed?
4. What might be some reasons for some things staying
the same?
5. Which changes were brought about by other people?
(government, people of Alert Bay, tourists, etc.)
6. Why do you think contact with others brings change?

Inferring

Student evaluation	Let students either illustrate or write about a changed way of doing something among the Kwakiutl. Have them exchange their illustrations or papers with a neighbor whose job it is to comment about the other student's work beginning, "I like the way you . . ." After the students have completed this task, ask: What is the difference between saying "I like it because . . ." and "That's really cool because . . .?" Which way of judging do you prefer and why?
Intake of information	Activity 34: Have the students read pages 43-47 to find out what three Kwakiutl people today are doing or have done. List the following things that Captain James Sewid has done on the chalkboard: Served several terms as chief of the council. Helped build big-house to preserve customs. Worked with council to build roads, dig wells, build houses for the poor. Then ask: Which of the things on the list has he done because change is already there? Which of the things on the list may bring more change?
DEVELOPING GENERALIZATIONS	Do the same activity for John Macko and Mary Dick. Then ask the students to look at their own illustrations or papers about change or at the "Long Ago-Today" list and select one change to decide whether it was helpful or harmful to the Kwakiutl. Ask: In what ways was it helpful or harmful? Why do you think so? After discussing several changes and consequences, ask: What can you say about Kwakiutl and change?
Writing titles	Have the students give a title to their "Have and Do" charts.
EVALUATION	Student responses to "Why do you think so?" in the question above can be grouped according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses. 1. Use of factual information a. Does the student use accurate and relevant facts in his explanation? For example: (The potlatch is different.) "It's harmful because people forgot its meaning when it was illegal." b. Does the student fail to state any factual support or use inaccurate and irrelevant facts in his explanation? For example: (The potlatch is different.) "Harmful because they go to jail for having them." 2. Logical coherence a. Does the student relate facts in a logical way? For example: (The potlatch is different.) "Harmful because people forgot its meaning when it was illegal."

b. Is the student unable to relate facts in a logical way?
For example: (The potlatch is different.) "Harmful because now they light the fire with oil."

3. Tentativeness

a. Does the student indicate the possibility that his explanation is based on limited data, and therefore, misleading? Terms such as, 'might,' 'maybe,' 'it seems,' 'I think,' are indicative of this criterion.

For example: (Have health care now.) "Helpful because now they can probably get help when they're sick and maybe live longer."

b. Does the student indicate no possibility that his explanation is based on limited data, and therefore, misleading?

For example: (Have health care now.) "Helpful because now everyone is well and happy."

Notice responses which reflect attitudes about other people's customs based on a student's superior view of his own culture group. When you notice such an ethnocentric response, you might ask the student what the Kwakiutl people might think about the idea in question.

If this procedure for evaluating student responses is used frequently, growth can be noted. Remedial measures, such as clarification through individual discussion, can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken, however, that children are not discouraged from attempting explanations.

Activity 35: Write the word *value* on the chalkboard and define it as another way of saying *what someone thinks is important*.

Recall what James Sewid did and ask:

From Chief Sewid's actions, what do you think he values?

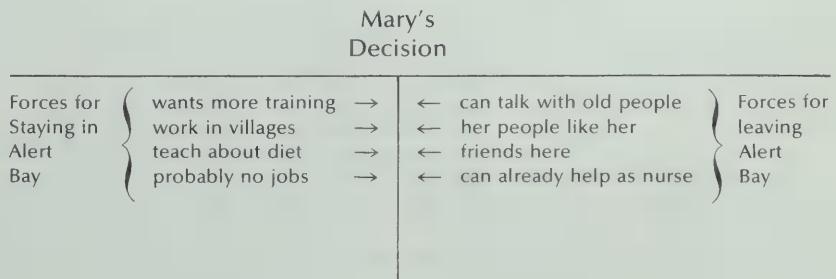
Recall the actions of John Macko and Mary Dick. Ask:

What do you think each of them values?

Recall the decision Mary Dick must make. Ask:

What choices does Mary have?

Let the class make a decision tree for Mary. Add some arrows for emphasis. For example:



Take one choice and diagram what might happen (the consequences). For example:

Leave → go to school → teach health → change village conditions
 Stay → continue to help → wish she'd left → be unhappy
 Leave → go to school → come back → no job → take old job

Let someone volunteer to be Mary trying to decide. She might sit in front of the class or in the center of a class circle. Her role is to say (when it's her turn):

I must leave, I've had it here, I really should stay, I can't leave, Maybe I'll leave and come back, etc.

Half the class is for leaving Alert Bay and each time "Mary" mentions staying someone responds with what will happen if she stays. The other half of the class is for her staying and respond with what will happen if she leaves.

At the conclusion of this activity, ask:

What did you say Mary valued?
 Which forces on the decision tree will be influenced by what Mary values?
 What consequences will Mary be thinking of most because of what she values?
 What do you think her decision will be and why?

Inferring

Optional Activity: Show the film *The Transition*. Although the young Indian man in the film is probably in his 20's, young people will be able to identify with his problems of loneliness, trying to relate to people different in life style, and what to do with money and freedom.

Activity 36: Add Mary's name and her choices only to the "Decision-Making" chart (from Activity 8). Select one of the other people whose name is on the chart and ask the students to pick one of the choices of action and name some of the possible consequences.

Then have the students think about what the person decided to do. Ask:

What did (Mr. Rankin's) decision show he probably valued?

Repeat the question above several times substituting various names from the chart. Then ask:

1. What differences do you see on the chart?

Typical responses:

Some decisions affected more people.
 More people influenced some decisions.
 Some have no easy answer.

2. Why do you think each decision might differ from every other one?

Typical responses:

Different situation
 Different people affected
 Different values

DEVELOPING
 GENERALIZATIONS

3. What probably influenced each decision that isn't on the chart? (consequences and values)
4. What can you say about people making decisions?

Note: There are one or two later opportunities for additions to this chart, but the guide will not refer to it again.

EVALUATION

Previously, in Sequence 3, Activities 19 and 22, students inferred general statements about groups. In those activities, some students probably made generalizations that indicated a grasp of the Organizing Idea. Students who may not have been ready to make general statements about groups then, may be able to do so now.

Student responses may still be grouped according to Abstractness and Inclusiveness (see pages T21 and T24). But when the teacher determines the important aspects about groups that should appear in inclusive generalizations, he should consider the recent intake of information on values. The teacher should notice student responses that include a reference to the role of values in groups.

Activity 37: Distribute the list of groups that the students indicated they belonged to in the Opener. Have them add the names of any groups they have discovered they are members of. List one example of each of the students' groups on the chalkboard. Add any groups reported by the interview teams to the list on the chalkboard, if the name is not already there.

Have the students categorize the groups by asking:

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1. Which of these might be put together?
2. Why would you put these together?

Mark each of the suggested categories with a symbol, such as a star, cross, etc.

3. What name could you give all the items with a (star) in front of them?

EVALUATION

Responses to Questions 1 and 2 of the Developing Concepts task can be used to judge the ways in which students form concepts. Notice the reason the student gives for the grouping, then categorize the grouping according to the following criteria.

1. Class grouping

Does the student group items on the basis of class — a common characteristic or quality that is not directly observable in any one item, but inferable from all items? For example: “(scouts, church group, YMCA) all try to do good things.”

An additional criterion for class-type responses is Abstractness. Responses may be subdivided as to degree of abstractness.

For example: “Service groups” is more abstract than “They are all grown-ups.”

2. Descriptive grouping

Does the student group items on the basis of description — a common characteristic which is directly observable,

such as form, structure or appearance?

For example: "(baseball team, scouts, safety patrol) all wear uniforms."

3. Functional or contiguous grouping

Does the student group items on the basis of their function or location — functions or locations he knows from personal experience?

For example: "(band, basketball team, class) all meet at school."

4. Mixed grouping

Does the student begin grouping items for one reason, then add items for another reason?

For example: "Scouts and safety patrol because they wear uniforms" — then add policemen "because safety patrol and policemen protect people."

In subsequent exercises of this kind there should be a reduction of Mixed and Functional reasons given for grouping and an increase of Class and Descriptive reasons.

Student responses can also be evaluated according to Flexibility by noting the frequency of items (groups) which are placed in more than one category and the number of different ways of categorizing that are suggested after the initial groups are formed.

Reorganize the bulletin board by having the students put the pictures and clippings under the new labels.

Assign a color to each labeled category. Let each student put his name on a card with a color band for each category of groups he can claim membership in.

When the bulletin board is finished, ask:

Which of these groups can you *choose* to belong to?

In what other ways can you join these groups?

Typical responses:

school — live in the area
by law

get hired

family — adoption

get married

firemen — pass tests

get hired

service clubs — ask to join

be invited

meet their requirements

Then ask:

Inferring

Why do you think people join groups?

Activity 38: Have the students look at the categories they labeled in Activity 37 and ask:

1. In what ways are these different?

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Typical responses:

Family groups don't have a president.
Some are just to have fun.
Some are just for children.
Have a different purpose.

2. Why do you think people have different kinds of groups?
3. In what ways are these groups alike?

Typical responses:

They do things.
They make decisions.
They have rules.

4. Why do you think a group (*has rules, has leaders, etc.*)?
5. What can you say about groups that could be a definition of a group?

Hand out the definition they wrote in Activity 22 and let them revise their definitions.

Again show to the class some of the pictures from the Opener, such as people walking along the street and have them apply their definition. Ask:

Where are the kind of groups our definition refers to?
Why are they a group?

OR: Take the class on a tour of the playground, school, or neighborhood to apply their definition.

Activity 39: Have the students apply their definition of a group to the Kwakiutl. Let them use the charts or their books. Ask:

In what ways are Kwakiutl like a family group?
In what ways are Kwakiutl different from a family group?
In what ways are Kwakiutl like the PTA?
In what ways are Kwakiutl different from the PTA?

As students respond to the questions, ask them to give evidence for their answers. Encourage different points of view.

End the discussion by asking:

Generalizing

What can you say about Kwakiutl today and yesterday?

Writing
titles

Have each student write about Kwakiutl and choose his own title for his writing.

MAIN IDEA | Members of groups interact and depend on each other in a variety of ways.

ORGANIZING IDEA | People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

Sequence 5

Using information | **Activity 40:** Have a “brainstorming” session in response to the question:
What have we learned about the people we have studied?

Note: This first question could be a written assignment.

Write their responses on the chalkboard. Ask additional questions, if necessary, to get broader statements, such as:

People make decisions.
They work in groups.
They need other people.
They have different ideas about what is important.

Ask the class to look at the list and ask:

Improving generalizations | Which of these are general statements that might be true of other people?
Which of these statements could we reword so they might be true of other people?

Erase the statements the class agrees are not generally true. Leave any statement that even one student wants left. Then ask:

What would be evidence to prove (*people use tools, live in families, have to solve problems, etc.*)?

Let different students choose a statement and tell what he thinks would be evidence to prove the statement true.

Categorizing | Explain to the class that they will be gathering evidence about the Tiwi people of Australia. Ask them to group the statements on the chalkboard in some way so that each of five or six committees can research evidence on one set of statements.

Note: Grouping the statements is a practical application of the Developing Concepts process. You might ask the students to give reasons for putting certain statements together and then have them give a label to the group. The label can become the name of the committee.

Group work | **Activity 41:** Organize the committees and let them start gathering evidence from the pictures and the reading on pages 72-93.

Assign a space in the classroom for each committee to pin or tape a list of its statements, illustrations (tools, animals, change, etc.), maps, lists of behavior, or whatever a committee wants to produce as evidence to support or not support the statements on the committee’s list.

Meet with each committee and help with the statements that may be more difficult to find evidence for. A valuable learning for the students is that evidence isn’t always available and that if the evidence is not

conclusive, they should report this to the rest of the class during the committee presentation.

Note: Activities 40 and 41 are the basis for the study to be conducted in this sequence of activities, however, the following activities are suggested to vary the social science period. Experience indicates committee activity is more successful if alternated with total class activities.

Map skills

Activity 42: Have the students look at the map of Australia on page 122 and find Northern Territory and Darwin. Point out the two islands just north of Darwin and review from an earlier activity that the larger island is Melville and the smaller island is Bathurst. Have the students turn to page 124 and ask:

What can you say about transportation on Melville and Bathurst Islands?

Turn to page 126 and look at the color legend. Ask:

How is land used on Melville and Bathurst Islands?
What is meant by land used for hunting and collecting?
(If students cannot answer this question, assign it to one of the committees.)

Turn to page 76 and find Snake Bay, the settlement where Piduma's family lives. Ask:

What symbol for transportation do you see on this map of the islands? What might be a reason it wasn't on the map on page 124?
What does this tell you about collecting evidence?

Let someone on the Australia committee review the information about the climate of northern Australia.

Optional Activity: Show the film *Primitive People*. Although this film has obvious defects — underexposed film, muffled sound — it is a dramatic illustration of how Australian aborigines survived and lived in another time. It shows Arnhem Land aborigines (nude children, bare-breasted women) hunting, fishing, and making camp throughout the seasons of the year. The family celebrates two corrobories — one for fun and one for a funeral. Students should be given some preparation for this depiction of a very primitive way of life.

Intake of information

Activity 43: Write the word *aborigine* on the chalkboard. Tell the class that Tiwi are called Australian aborigines. Underline "origin" and ask the students what they think *aborigine* means.

Write the following definition of *aborigine* on the chalkboard: *The first or earliest known inhabitants of a region.*

Then read the following statements and ask the students to tell which statements use the word *aborigine* correctly.

My sister's first child will be an aborigine.
All trace of the aborigine group has disappeared.
The people who built this town were aborigines.
Somewhere, sometime, our ancestors belonged to an aborigine group.

Optional Activity: Make available for interested students the books, *People of the Dreamtime: The Australian Aborigines*; *Aborigines of Australia*; and *Walkabout*. The text and photographs of the first two books will broaden the student's appreciation and understanding of the Tiwi. *Walkabout*, which students may have seen in film, is short, and dramatizes the Aborigine's knowledge of the land.

Activity 44: Review the meaning of *band* as developed in the study of the Kwakiutl.

Return the students' maps of Australia and New Zealand and have them add the territory of the Wilrangwila band around Snake Bay (see map on page 82).

Activity 45: Duplicate the following two pieces of information for the class:

After American Independence, Great Britain had to find a new dumping ground to relieve the overcrowding in the British jails and established her new convict settlement at Botany Bay near the present city of Sydney on the east coast of Australia.*

Armed only with boomerangs, crude stone-pointed spears, and spear throwers, the Australian natives were in no position to resist the white settlers. They were simply brushed aside by the early British colonists.*

Write the following two sentences on the chalkboard and ask the students which sentence is true by the evidence in the duplicated paragraphs.

- a. All the people who settled Australia were convicts.
- b. Some of the early colonists in America were convicts.

Write the following two sentences on the chalkboard and ask the students to tell which sentence can't be supported by the information in the two paragraphs.

- a. The weapons of the natives couldn't stop the settlers.
- b. The British colonists didn't like the natives.

Write the following two sentences on the chalkboard and ask the class to reword them so they might be true in some cases.

- a. People who settle in a new land have better weapons than the natives.
- b. Native people never put up any resistance to settlers.

Write the following two sentences on the chalkboard and ask the students to tell what a person who says something like this is doing.

- a. The natives weren't very smart.
- b. That is just what I would expect from the British.

Then ask:

What is the difference between an opinion and a general statement?

In what ways can an opinion be dangerous when you are studying about other people?

*Taken from *The Tiwi of North Australia*, by C.W.M. Hart & Arnold R. Pilling. Holt, Rinehart, & Winston, Inc. New York.

Have the committees check their "research" statements to see if any of them contain opinions or if any of them are too general in wording.

Note: Although it is not necessary, you may want to introduce the terms "overgeneralization," "stereotype," and "value judgment."

DEVELOPING GENERALIZATIONS

Activity 46: Ask the class to tell some things they are expected to do in school. List their responses on the chalkboard, such as:

study finish work be polite not interrupt
not fight keep quiet do homework be neat

Ask:

What reward do you get for (*studying, not fighting, etc.*)?

What punishments are there for not doing what is expected?

Who decides when to reward and punish?

Who gave them the authority to do this? (Keep repeating this question until they respond "parents.")

Where do parents get the authority to expect certain behavior?

Note: If the class does not understand that the society in which one lives develops certain patterns of expected behavior, go on to the rest of this activity and then come back to the last question in the sequence above.

Review (on page 39) how men gained or lost prestige (rewards) among the Kwakiutl. Ask:

Who helped the chiefs?

Why do you think the chief expected them to cooperate?

Review how the Tiwi punished broken promises (pages 84-88). Ask:

Who took part in the punishing?

Why do you think so many of the group took part?

Why do you think rewards and punishments in both Kwakiutl and Tiwi were given in front of most members of the group?

What can you say about behavior of people in groups that we have been talking about?

Dramatization

Optional Activity: Let students dramatize Joseph's story of the "verbal war" between Namu and Dopoya.

Activity 47: Select an organized group the students belong to, such as, scouts, baseball team, classroom, etc. Then ask:

What rewards can you earn and how?

How do you know what is expected of you?

Recall some of the organized groups reported by interview teams in Activity 23. Ask:

1. What rewards are there?

2. How do members know what is expected of them?

3. Whose responsibility is it in all these groups to see that the group does what is expected?
4. Who has the "right" to expect the leader to be responsible?
5. What responsibility then do members of the group have towards the leader?
6. Why do you think the group's responsibility becomes the leader's right?

Have students apply this idea to situations, such as:

- Whose responsibility is it to enforce the traffic laws?
- Whose right is it to expect them to be enforced?
- What is the responsibility of the car owners?
- What right does the highway patrolman have?

Let students illustrate a relationship they have in a family, school, or social group entitled: "My right — your responsibility" or "Your right — my responsibility."

Let students who prefer to write describe a situation of their own or pair up with someone whose illustration can be described.

Activity 48: Have each committee report on the evidence they found to support their statements. If some of their statements couldn't be supported by the evidence, they will explain these also.

For each report let one of the committees be a panel of judges to decide if the evidence given seems to make the statement true of the Tiwi.

Let the class apply their definition of a group to the Tiwi. Then ask:

1. In what ways are the Tiwi different from the Kwakiutl?

List the responses on the chalkboard.

2. Why do you think there are these differences?
3. In what ways are the Tiwi and Kwakiutl alike?
4. Why would you expect them to be alike in these ways?
5. What can you say about these two groups that would be important ideas to remember?

DEVELOPING GENERALIZATIONS

EVALUATION

Student responses to Question 5 can be grouped according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses.

1. Inclusiveness or completeness

- a. Does the student's response include most of the important points about people in groups?

For example: "Groups are organized in different ways to accomplish different things."

- b. Does the student's response include abstract words which refer to qualities or attitudes rather than to concrete incidents?

For example: "Some members of a group have more power than others."

2. Abstractness

a. Does the student's response include abstract words which refer to qualities or attitudes rather than to concrete incidents?

For example: "Some members of a group have more power than others."

b. Does the student's response include no abstract words?

For example: "They got together."

3. Comparison

a. Does the student spontaneously compare people in groups to himself or other people he knows about?

For example: "A group has a leader like we did on our report."

b. Does the student indicate no comparison in his generalization?

For example: "Sometimes people in groups argue with each other."

4. Ethnocentrism (Note that it is the absence of this quality that is desired, as in a below.)

a. Does the student indicate an appreciation for people in different groups, without taking a superior view of his own culture group?

For example: "Some groups have different ways of doing things."

b. Does the student express negative comments about people in some groups based on a superior view of his own culture group?

For example: "We have better groups than the Tiwi."

MAIN IDEA	Members of groups interact and depend on each other in a variety of ways.
ORGANIZING IDEA	People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

Sequence 6

APPLYING GENERALIZATIONS	Activity 49: Ask the class to think back to the story Joseph told about being captured by his cousins. If they don't recall, have them reread pages 91-93. Then ask them to suppose that, at about age 18, Joseph had left his cousins to go live by himself. Ask the following and record responses for use later in this activity. 1. What do you think would have happened? 2. Why do you think that would happen? Repeat Questions 1 and 2 to elicit a variety of predictions and explanations. If necessary, ask what would happen to <i>other</i> people in the group besides Joseph. Then ask: 3. If, as one of you predicted (such and such) would happen, what do you think would happen after that? (Select several examples which have widespread implications for the Tiwi group). 2. Why do you think that would happen?
EVALUATION:	Responses to these questions may be evaluated by applying the following categories to individual written responses or to individual or class oral responses. 1. Bases predictions on the idea that members of a group depend on one another, e.g., "The family would be weaker because they depend on him for food and fighting." 2. Bases predictions on different but valid generalizations, e.g., "New land might be found because he'd go exploring." 3. Bases prediction on inappropriate generalization — one which does not fit the Tiwi culture, e.g., "The father would be better off with less kids to feed." 4. An answer in highly specific terms, e.g., "He wouldn't get initiated because they do that at 21." 5. Answers based on a pupil's own experience or reactions, e.g., "They'd be happy — I don't like my cousins." 6. Answers which show an inability to deal with the questions. As students are asked to do similar exercises throughout the year, their growth can be noted. Particular notice should be taken of pupils whose responses are often in category 6 so that encouragement or clarification can be given. Although responses in categories 3, 4 and 5 should not be discouraged, it would be expected that responses in categories 1 and 2 will increase as students progress through the year.

Next tell the students they will be reading about another group of people and how they live — the Maori of New Zealand. State that years ago each Maori tribe had a chief whose son became the next chief. Ask them to suppose that a chief's son refused to become the next chief. Ask:

Which of the predictions we made earlier (about Joseph and the Tiwi) do you think would be true in this situation as well?

Then ask:

Are there other predictions you wish to make?

After a variety of predictions have been made, tell the class they will be working in committees. Each committee is to read pages 94-119 and hand in a brief written report to which each member of the committee contributes. Each report is to present evidence for or against the predictions (or some of them) which were made.

Divide the class into five committees that you think will work reasonably well together.

Note: Grouping with a sociogram (friendship choices) is one of the better ways. Be sure there are different skills in each committee and someone with leadership ability.

Set a time limit, bring in outside sources of information, and furnish supplies asked for, but give no help otherwise.

Optional Activity: Show the films *The Early Days* and *Maori Arts and Culture*. The first illustrates the early settlement of New Zealand through commemorative postage stamps. The second shows present-day Maoris decorating a meeting house. Maori artists carve elaborate wood panels and women weave reed panels and paint rafters, as the narrator describes how some Maori traditions have changed. Make available for students the following books: *Australia and New Zealand*; *Land and People of New Zealand*; *Maoris of New Zealand*; and *Secret of the Maori Cave*.

Activity 50: After the committees have finished their reports, take each prediction and ask what evidence was found. Then have the class decide whether it is a good prediction.

MAIN IDEA

Members of groups interact and depend on each other in a variety of ways.

ORGANIZING IDEA

People belong to different kinds of groups and depend on others in these groups; the reasons they depend on others vary.

Conclusion

Ask the students to describe what they did in the committee to get their report ready. Ask for the reason for each action they tell about. Ask questions similar to the following to get at all the interaction:

How did you organize to get started? Why did you do it that way?

What kinds of problems did you have? How did you solve them?

How did you decide what jobs were to be done and who would do the jobs?

What other decisions did you make? Who or what influenced the decisions?

What examples of helping someone occurred in your committee? Of helping another committee?

What happened when someone did something you didn't like?

What responsibility did the chairman have?

What rights did the rest of the committee have?

When everyone who wants to has described the committee interaction, ask:

DEVELOPING
GENERALIZATIONS

1. In what ways was your committee like the different groups of people we have studied? Why do you think so?

2. In what ways was your committee different? How do you account for that?

3. What do you think might happen if you had to work together in these same committees for a long time? What makes you think that would happen?

4. What are a few important general statements you can make about people in groups?

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